

May 22, 1980

Bargaining in numbers

A union for lecturers

by Marty Frank

The UCSC administration will be confronted with a faculty union next fall if a group of campus lecturers is successful in a membership drive starting this week.

Claiming that the University has taken advantage of their non-tenured status, the lecturers are gathering signatures for membership in the AFL-CIO affiliated American Federation of Teachers. If 50 percent of the approximately 70 lecturers support the effort, the organizers will ask the Public Employment Relations Board (PERB) to hold elections to certify the AFT as the lecturers' bargaining agent.

Organizing a union, AFT supporters contend, would force the University to develop a clearly defined procedure for dealing with lecturers' unusual employment status.

Presently, lecturers are hired on a year-to-year contractual basis for up to eight years. Before their eighth year they are evaluated for Security of Employment, the equivalent of tenure. If the administration denies SOE, the lecturer's employment is terminated at the end of the year.

"The University usually won't give SOE," explained Gini Matute-Bianchi, Assistant Professor of Education, and an AFT supporter, "because the system allows them to use the lecturers for seven years and then fire them. As it stands now, the University can maintain flexibility without having to make a commitment."

The denial of SOE to two language lecturers last fall kicked off the current organizing drive. German lecturer Brigitte Kahnert and Spanish lecturer Paco Ramirez, after having

been unanimously endorsed for SOE by their language boards, were rejected by the administration because of "budgetary constraints." Both Ramirez and Kahnert charged that their SOE review processes had violated established procedure.

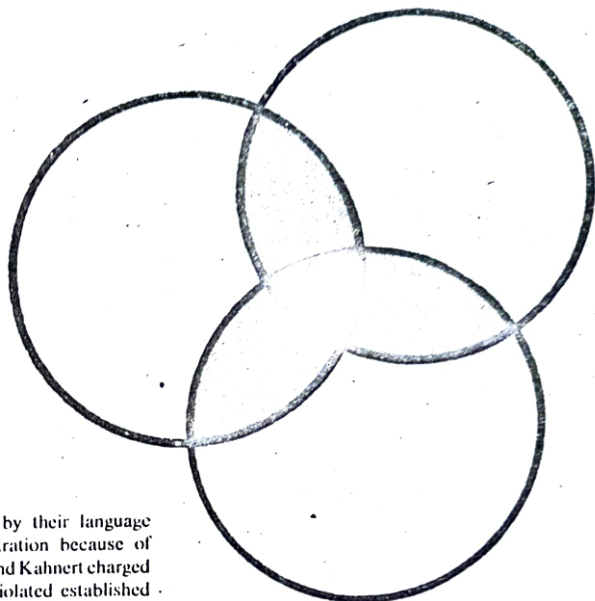
The decisions sparked three disgruntled faculty members last October to revive an AFT local that had tried unsuccessfully to organize the campus in 1970. Membership recruitment is just beginning. Many people contacted have responded favorably to the idea, reported Matute-Bianchi.

An AFT promotional letter indicates that the union's concerns will initially include:

- (1) Limiting the latitude of individual administrators over lecturers' personnel decisions.
- (2) Developing a binding declaration of lecturers' rights.
- (3) Instituting a grievance procedure.
- (4) Establishing a collective bargaining process for compensation and work conditions.

According to the 1978 Berman Act, which granted University employees the right to bargain collectively, the AFT will have to organize lecturers throughout the University of California before it can negotiate systemwide decisions such as salary levels. Otherwise, the union will be limited to affairs directly controlled by the campus administration.

"Whether we decide to organize systemwide or stay on campus," noted Matute-Bianchi, "is a decision we'll make when we go to PERB and file for recognition." In any case, the AFT plans on being an active union with strong ties to off-campus labor organizations. The AFT is presently working with other campus organizations to defeat Jarvis II, the tax cutting initiative.



In the delicate balance between faculty, students, and administrators, the AFT could be the answer for lecturers

Tenured faculty have also shown increased interest in claiming their right to collectively bargain. Last month, The Faculty Association filed for recognition as the bargaining agent of tenure-rank faculty. Established in 1974 on six UC campuses, the FA originally organized to lobby for faculty interests in Sacramento.

Unlike the AFT, the FA is not affiliated with any outside labor organization. Many UC professors resist joining traditional unions because they see them as being incompatible with their professional status.

The UCSC administration has not discussed how it will respond to the establishment of the AFT local, reported Elizabeth Penat, Vice Chancellor for Administrative Affairs. "I don't think the formation of a union will benefit anyone," Penat commented. "It will make things more problematic because it makes administration more complex and rigid. I can't believe that at an institution such as UC, the shift from a governance structure to an adversarial structure will be good for the furtherance of education."

"That could be true where the union is big," admitted Matute-Bianchi, "but in Paco's (Ramirez) case it is clear that flexibility for the University meant nothing more than the right to be arbitrary."

UNIVERSITY COUNCIL

2527 Dwight Way Berkeley, California 94704 415 841-1750

UNIVERSITY COUNCIL-AFT
U.C.S.C. Local 2199
c/o Kerr Hall 317
U.C. Santa Cruz
Santa Cruz, Calif. 95064

May 19, 1980

Dear _____,

You may or may not have heard about our organization on this campus, yet we trust that you, as a lecturer here, have interests and needs that parallel those of our campus local.

We have held a series of meetings since early in the fall quarter. Most of our meetings have been concerned with developing a comprehensive strategy for meeting the needs of lecturers and other non-Senate academic employees. We have been active in our support of the pending personnel actions involving two language lecturers who have been denied security of employment this year. We have been meeting with union representatives from the state-wide University Council AFT, with our union lawyer in San Francisco, and with lecturers on other U.C. campuses.

We have been active raising other issues affecting employee rights. Specifically, we have written a letter, signed by four tenured professors, to President Saxon asking the following important questions: a) in the event Prop. 9 passes in June, what guidelines will the University follow in preparing the alternative budget; b) in the event Prop. 9 passes, what guidelines will the University follow in notifying academic and non-academic employees of their dismissal? What rights will the employees facing dismissal be accorded? It is worth noting that there has been NO response to this letter of February 27.

It is clear to us, as it must certainly be to you, that lecturers must live with a great deal of insecurity about their employment future. In addition to their great teaching loads, they endure unstable job conditions. This is clearly the case on this campus, a fact which has been well documented by those of you who have shared your employment experiences with us.

It is equally clear to us, and we hope to you, that the ONLY way we can address these issues is to ORGANIZE COLLECTIVELY. We are very concerned about the situation of lecturers on this campus. In response to this situation, we are mounting a major membership drive. Specifically, we are concerned with:

1. developing a clearer definition of administrative

(over)

American Federation of Teachers, AFL-CIO



policies and procedures, limiting the latitude of individual administrators over important personnel decisions affecting lecturers;

2. developing a clearly articulated declaration of guaranteed rights for lecturers - including grievance procedures, layoff and rehire rights, and peer evaluation. These rights must be well-defined and have a legal and binding effect;
3. developing a well-defined grievance procedure which is given a legal force as a contractual agreement thus affording a means of protection for individual lecturers;
4. developing a collective bargaining process in which the lecturers have more control over decisions affecting their own careers in such matters as fringe benefits, salary appointments, promotion, sick leave, career status, work load and working conditions in general.

Won't you join us in our efforts? The best way the present system can continue to exploit us and discriminate among us and against our work efforts is for us to do nothing, to remain isolated and apart, to remain silent and inert.

WE URGE YOU TO FILL OUT THE ATTACHED MEMBERSHIP FORM AND JOIN THE U.C.S.C. AFT LOCAL 2199. ONLY WITH A STRONG AND VIGOROUS MEMBERSHIP CAN WE BEGIN TO DEMAND A JUST AND FAIR EMPLOYMENT CONTRACT. ONLY THEN CAN WE DEMAND BARGAINING RIGHTS FOR THE IMPORTANT SERVICES WE PROVIDE THIS UNIVERSITY. JOIN TODAY!

One of us will be contacting you by phone soon. In the meantime, would you please take the time to fill out the attached membership form. If there are any doubts in your mind, please ask yourself two questions: what other organization on campus is working on your behalf? Who else speaks for you?

In Unity,

Paco Ramirez (ext. 4442, *2688)
Suzanne Cowan (ext. 4595, *2609)
Gini Matute-Bianchi (ext. 2041)
Roz Spafford (ext. 4439, *2781)

UC Campus Uses Soft Sell for Students

By DON F. SPEICH
Times Education Writer

SANTA CRUZ—On the outskirts of town, past the historic boardwalk and fishing boats and narrow residential streets, northward up a gently rising country road to a hill of redwoods. As what many regard as California's most magnificent monument to bad timing, bad planning and bad luck: the University of California at Santa Cruz.

When it opened in 1965, Santa Cruz was regarded as the most physically spectacular campus in the state, and perhaps the nation. And with plans that included professional and business schools as well as a strong liberal arts program, state higher education officials expected Santa Cruz to one day have an enrollment of 27,500.

But Santa Cruz never got the money for the professional and business schools, and over the years its liberal arts program gained an image of academic flakiness. Enrollment peaked at 6,134 students in 1976 and began to slide.

The question, in the minds of some observers, was not whether UC Santa Cruz would close, but when.

Now, however, under the leadership of a new chancellor, Santa Cruz is fighting back.

Last summer 150 faculty members telephoned more than 1,000 prospective students in an attempt to persuade them to attend Santa Cruz.

There are plans to make the curriculum more responsive to the job market, and efforts are under way to strengthen student counseling to curb the dropout rate, the highest in the UC system.

The school's recruiting office has been beefed up and a new dean of admissions with a reputation for doubling and quadrupling enrollments has been hired. The new dean, Richard Moll, likens his job to that of a "salesman."

In both the number and variety of efforts to attract more students Santa Cruz is unusual in the state. But in its enrollment problem it is not alone.

On the fringes of the desert, several hundred miles southeast of Santa Cruz, UC Riverside has long been plagued with small enrollments (fewer than 4,000 undergraduates in recent years).

Within the state university and colleges system, four small campuses—Bakersfield, San Bernardino, Stanislaus and Sonoma—have been confronted with either no growth or declining enrollment for the last several years. Sonoma, the largest of the four, has about 4,200 students. Stanislaus, the smallest, has about 2,300.

It has been almost commonplace in recent years for some California politicians to mention the possibility of closing one or all of the small campuses. Similar suggestions were offered in the early 1970s by the Coordinating Council for Higher Education, an advisory body to the Legislature and the executive branches of

Please Turn to Page 26, Col. 1

UC CAMPUS RECRUITS TO DRAW STUDENTS

Continued from First Page

state government that in 1974 was replaced by the California Postsecondary Education Commission.

Such suggestions, higher education officials say, hurt campus morale and made the recruiting of students even more difficult.

A number of things, however, make it likely that campus closure will become a topic of debate within both the Legislature and the Administration of Gov. Jerry Brown.

Among these is the fact that because of a declining birthrate, college enrollment by persons in the traditional 17 to 24 college age group is expected to drop for much of the remainder of the century—by as much as 18 1/2 in some years.

Another factor is Proposition 9, the income tax-cutting initiative that will be voted on in June. Although legislation is expected to soften the first-year effects of Proposition 9, if it should pass, the impact on state revenue in succeeding years may greatly affect the amount of money allotted to higher education.

As a general rule, it takes more money to educate a student on a smaller campus than on a larger one because, among many other factors, there are more faculty members per student at many of the smaller institutions. In the state university system in 1978, for example, it cost the state \$4,581 per student at Bakersfield (enrollment 22,220) and \$2,229 at San Diego (enrollment 22,500), according to the figures obtained from the state university system.

The annual budgets for the small campuses this year ranged from a low of \$11.3 million for San Bernardino to a high of \$39.7 million at UC Riverside, the varying cost reflecting, in

part, the number and expense of the programs offered.

If the state closed the two small campuses in the UC system and the four in the state university system, it would save about \$120 million—which, measured against the billions of dollars the state may be forced to cut in state expenditures, is a drop in the bucket.

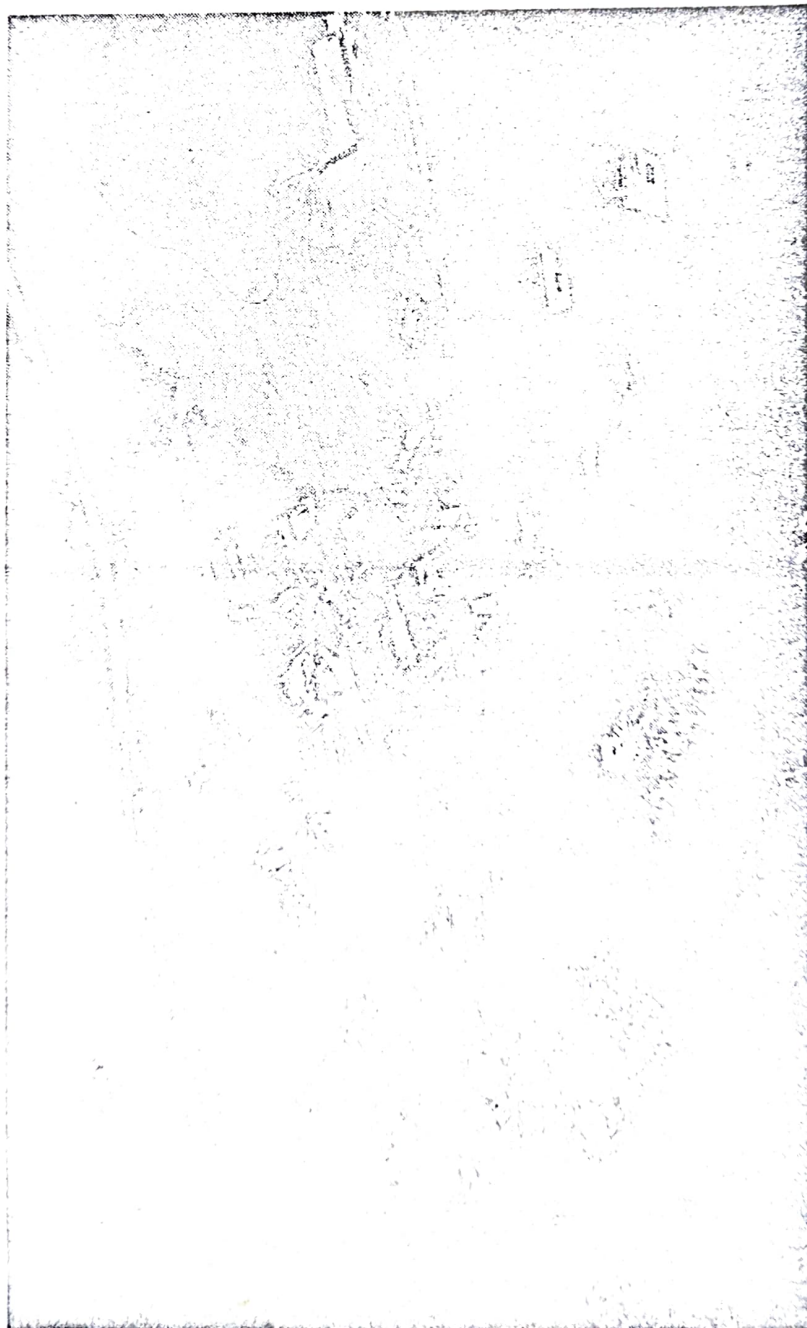
Although each of the small campuses has particular problems that apparently contributed to slow growth or declines in enrollment (the geographic isolation of Bakersfield and the strong in Riverside, for example), they in fact share much in common. Most were created during the middle to late 1960s, when both students and financial resources were seemingly endless.

And in some cases, their locations in some cases reflected the desire of certain legislators for campuses in their community. With a few exceptions, most of the schools were in trouble—soon after they were built.

When the number of college students began to decline in the 1970s, there still were plenty of high school graduates who wanted a college education. But many preferred to obtain it at Berkeley or UCLA or at other established universities.

There was not room for all of them in these few institutions, however, so a plan called "redirection" was devised. Under this plan, qualified students who were turned away from the older and more popular schools would be encouraged to go to one of the smaller campuses.

It did not work. Many students chose to attend private schools and others simply waited until there was room in the institution they had chosen in the first place. The smaller campuses did not grow.



SPECTACULAR SETTING—Air view of the University of California at Santa Cruz, its buildings nestled on a hill of redwoods.

A dramatic shift in student interest also seems to have hurt Santa Cruz and the other small campuses—all of which are liberal arts schools stressing the humanities and sciences.

In the mid 1970s more and more students became interested in business. In such professions as engineering, the schools best equipped to serve such interests were the older, larger universities.

Hit hard by this was Sonoma State University, which, like Santa Cruz, had earned a reputation as a liberal arts institution dedicated to innovation and experimentation and, as a re-

sult, became a haven for those willing and eager to put distance between themselves and the more traditional, requirements-laden approaches to higher learning.

In the late 1960s, says Frank Tansey, dean of admissions at Sonoma State, this appealed to many students who were "burned out" by the turmoil at Berkeley and San Francisco State.

But by the middle 1970s, fewer and fewer students wanted that. Sonoma and Santa Cruz now are attempting to refuel part of their cur-

riculum to make them more appealing to today's career-oriented students, according to officials and faculty members at both schools.

Sonoma, for example, recently introduced a series of courses in health care management and technical and science writing. Santa Cruz is establishing programs for students interested in careers in business and engineering.

At UC Riverside, a group of faculty members has formed an unusual committee to advise the administration on approaches to recruiting students, a move criticized by some non-

participating faculty members who do not believe professors should be involved in recruiting.

At San Bernardino and Bakersfield, the schools of education are increasing in popularity—a response, in part, to surveys by campus administrators that reportedly shows their communities will be hit by teacher shortages in the near future.

Administrators at Stanislaus (in Turlock), Bakersfield, San Bernardino and Riverside said they expect that as the cost of living goes up more and more people will move from the

SOFT SELL FOR ENROLLMENT

Continued from 26th Page

expensive urban centers into their less costly areas. This in turn will mean more students—they hope.

Then there is Santa Cruz which, unlike its counterparts, appears to be leaving little to chance.

Because of its beauty, it is difficult not to think of Santa Cruz as a special case. Even though it was as much a victim of hapless circumstance as any of the small campuses, its problems with enrollments are nonetheless perplexing.

When it first opened, Santa Cruz was extremely popular. There were years in the late 1960s when students had to be turned away.

In retrospect, says the school's new chancellor, Robert Sinsheimer, it probably was the worst thing that could have happened. The school's leaders and its admissions personnel became complacent, he said, and failed to establish the contacts with high schools and community colleges that help ensure an unending supply of students.

It was not entirely the campus's fault. Santa Cruz, on the drawing boards, was supposed to be a fully equipped, general campus, meaning it would have all the professional and business schools found at Berkeley and UCLA.

But, in the late 1960s it was decided there would be no professional schools or business school at Santa Cruz. Instead, it would remain a liberal arts, mostly undergraduate campus.

Last year Santa Cruz found it had more faculty members than its declining enrollment could justify, and under state funding formulas, that could have meant cutbacks.

But such a cut in the number of faculty members might have precipitated a reduction in the number of courses offered by the campus. This, in turn, might have led to a further decline in enrollment as students became aware that the variety and

number of courses offered at other schools were greater than at Santa Cruz.

But Sinsheimer worked out an arrangement with UC President David Saxon to get the enrollment back up within five years.

The number of students that must be achieved, given the faculty size, is 6,250. That is about 250 more than now are enrolled.

Saxon demanded that the campus develop a plan that would spell out the programs and methods Sinsheimer plans to use to attract more students.

In addition to improving student counseling, Santa Cruz must also "tighten up standards," in Sinsheimer's words, to combat the school's image as a place where the curriculum is too unstructured.

Over the years Santa Cruz has had fewer course requirements than some other UC campuses, meaning that students had a lot of freedom in their choice of classes.

"It has always been a place where if students knew what (they) wanted to do, they did well," Sinsheimer said. "But because it was unstructured, those who didn't know sort of floundered."

Adding to the image problem is the fact that the campus does not have a traditional A to F grading system. Instead, students are given one-paragraph evaluations of their work at the end of a course. Some feel this is not attractive to today's more practical students who feel they must get top grades to open the right career or graduate school doors upon graduation.

In recent years there have been attempts to institute the more traditional grading practice, but each time, according to campus sources, they have been beaten back by students and faculty.

However, the proposed campus academic plan developed by administrators and faculty members indicates that the battle is far from over.

"The absence of letter grades," the

academic plan says, referring to surveys conducted by campus officials of students at other institutions, "is controversial and the main reason some students decide not to attend Santa Cruz."

The most unusual aspect of Santa Cruz's plan to boost enrollment involves sharing students with UC Berkeley.

In 1979, students who were turned away from Berkeley after it reached a certain enrollment level were given the opportunity to spend their freshmen and sophomore years at Santa Cruz with a guarantee that they would be able to transfer to Berkeley for their junior and senior years.

This prompted 150 Santa Cruz faculty members to spend last summer calling about 1,100 students who had not been accepted by Berkeley and who had indicated some interest in coming to Santa Cruz for two years. Faculty members either answered the questions students had about the campus or guided them to other people.

"It was an unusual step," said Michael Cowan, professor of communications studies and president of the Santa Cruz academic senate. "In one sense it was a crisis step," he added, referring to the fact that faculty normally would not easily agree to involving themselves in student recruiting.

In any case, out of the more than 1,000 students contacted by faculty members, 213 enrolled at Santa Cruz last fall, which, as it turned out, was almost exactly 213 more students than had enrolled the previous fall. Without them, Santa Cruz would have experienced a significant decline.

The program will continue this fall. Another one, also including Berkeley but specifically designed for engineering students, is also being planned, with still others in the offing.

"I think," Sinsheimer said, "there is a lot of potential there."

Although one high-level administrator characterized the cooperative arrangement as a signal that Santa Cruz is not able to make it on its own, the program is creating the kind of cooperation between campuses that long has been urged by educational policymakers in the state.

Campuses have been encouraged to share rather than duplicate programs, but many critics believe university officials never have let go of the old idea of making each campus a fully-equipped mirror image of the other.

At Santa Cruz, however, the need to stay afloat has spawned the kind of cooperation that seems likely to please the very people in Sacramento who, in one way or the other, can have a significant impact on the future of the small campuses.